Jessica Mandell

CBSE 7201

Wiki #4

Heikki Ruismäki, & Tereska, T. (2008). Students' assessments of music learning experiences from kindergarten to university. British Journal of Music Education, 25(1), 23-39. doi:[http://dx.doi.org/10.1017/S026505170700770X](http://dx.doi.org/10.1017/S026505170700770X" \t "_blank)

This article focuses on student assessments of their music experiences from grades ranging from nursery school to college. The article discusses in depth the previous research that has been accumulated within different countries by several theorists within the arts education field. The article describes how receiving music instruction in the classroom during the early years of education has a positive effect on a child’s success, which relates to my hypothesis based on improving academic achievement through music education in schools. This article gives examples of the types of questions I need to ask during my own research, especially as I being testing and implementing the hypothesis in the classroom.

Charles, P. S. (2005). Relations among motivation, performance achievement, and music experience variables in secondary instrumental music students. Journal of Research in Music Education, 53(2), 134-147. Retrieved from[https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473733?accountid=7286](https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473733?accountid=7286" \t "_blank)

The purpose of this study was to examine the relation among academic achievement and the use of instrumental music in schools. This study explores the relation according to the students’ grade level, gender, instrument, practice time, and music experience. The participants in this study were band students from grades 7-12 and were selected from a variety of schools in four different school districts. The researchers gathered the most accurate data when interviewing the students’ teachers on their performance achievement and effort. They found that practice time had a strong correlation with motivation. Therefore music education in the classroom will increase student motivation in learning and task orientation.

Christopher, M. J., & Jenny, E. M. (2006). Examination of relationships between participation in school music programs of differing quality and standardized test results. Journal of Research in Music Education, 54(4), 293-307. Retrieved from [https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473105?accountid=7286](https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473105?accountid=7286" \t "_blank)

This research examines the relationship between participation in music programs and standardized test scores. The relationship was shown between third and fourth grade students’ academic achievement at comparable schools, but with contrasting music programs. The music programs differed in instructional quality due to school budget. The researchers also examined the relationship between eighth and ninth grade students’ academic achievement and their participation in school music programs. The analysis of the elementary school student data indicated that students involved in music education programs scored higher on both ELA and Math standardized tests and the same for those in middle school. This article describes similar research to that of my own by using test scores as a means of discovering a relation between music and academic gain.

Mark, T. K. (2003). Development of music creativity among elementary school students. Journal of Research in Music Education, 51(4), 278-288. Retrieved from [https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214474508?accountid=7286](https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214474508?accountid=7286" \t "_blank)

The purpose of this study was to compare and contrast the music creativity of students. The students in question were randomly selected from grades 2, 4 and 6 and were exposed to two interventions in the classroom, the Vaughan Test of Musical Creativity and the Torrance Tests of Creative Thinking. The Vaughan Test of Musical Creativity determined the students’ improvisational creativity. Based on this research, the students in grades 4 and 6 scored higher than those in grade 2. Therefore showing a developmental growth existing from grades 2 to 6. The Torrance Tests of Creative Thinking determined students’ figural creativity and research shows that there is a significant correlation between the two when the students are exposed to music education programs in school. Music composition and improvisation activities are developmentally important in music programs. (e.g., Campbell & Scott-Kassner, 2002; Music Educators National Conference, 1994). Giving students the chance to improvise and use their creativity in music education will allow the students’ learning to take on a greater meaning.

Willis, G. C. (2016). Impact of music education on mathematics achievement scored among middle school. Walden Dissertations and Doctoral Studies. Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3091&context=dissertations>

Music education is related to a variety of positive outcomes when it comes to academic achievement. This study explored the relationship between music education in schools and student achievement in math. The researchers used the correlation between archival data and recent math scores to understand the relationship between the two. Students who did not receive music education in schools regressed in mathematics, therefore proving that music education was a significant predictor of math growth based on test scores. There was also an indication that the students’ socioeconomic status had a significant effect on their growth in mathematics. These implications for social change and the improvement in student achievement and awareness should motivate more teachers and administrators to include music education in their curriculum. Therefore students will get the chance to reach their full potential.

Eason, J. A. B. Johnson, M. C. (2016). Evaluation of the impact of music program participation on students’ musical and academic success, and school engagement. The University of Kansas. Retrieved from <https://kuscholarworks.ku.edu/bitstream/handle/1808/20615/Impact%20of%20Music%20Education.pdf?sequence=1&isAllowed=y>

The purpose of this research was to examine the effect of participating in active engagement music programs and academic achievement. Students were selected based on their personal characteristics, music experience, school engagement and their academic achievements. The researchers found that there was a positive connection between music participation and level of school engagement and motivation to succeed academically. The more music involvement proved to be an advantage to the school’s overall performance. Therefore schools should engage all of their students in music education, not just the one’s with prior experience and record of school engagement. If this was offered to a wide selection of students in the school building, it could promote more students to actively get involved in their school community and increase the chances of impacting their academics in a positive way.

DiEdwardo, M. (2005). Pairing linguistic and music intelligences. *Kappa Delta Pi Record*, *41*(3), 128-30. Education Full Text database. http://www.kdp.org/publications/publications.php

This article describes how music influences the language arts. This is a catalyst for developing reading, writing and understanding skills. This study supports the theory about pairing music and linguistic intelligences in the classroom improve students’ grades. Pairing these intelligences extends to motivational issues and comprehension goals many teachers set for their students in order to achieve academic success. The Mozart Effect and cooperative participation are examples of pairing these two intelligences to improve and develop reading and writing skills. The article also describes how literature can be taught to all ages through music.

Black, J. (1993). The effects of auditory and visual stimuli on tenth graders' descriptive writing. (ERIC Document Reproduction Service No. ED364887) ERIC database. http://files.eric.ed.gov/fulltext/ED364887.pdf

Although this study focused on 10-grade English students, there were some components that supported my hypothesis. This study showed how students would write more descriptively when their thinking was stimulated through viewing images or hearing music. Groups of students were randomly selected and were introduced to a visual stimulus in the form of color slides and auditory stimuli in the form of classical music. After that the groups listened to a short story and were asked to write a description. The results were in the favor of the auditory stimulus. Therefore supporting my hypothesis that music has a positive influence on mental imagery and can help to stimulate student motivation and creativity.

Morrell, E., & Duncan-Andrade, J. (2002). Promoting academic literacy with urban youth through engaging hip-hop culture. *English Journal*, *91*(6), 88-92. Education Full Text database. http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/0916-july02/EJ0916Promoting.pdf

Many musicians consider themselves to be educators. The power they have is in the messages of a song, whether good or bad. Very few can dispute the impact of musical culture on the lives of the future generations in our classrooms. This article supports my hypothesis that music helps enable students to find the confidence they need to transfer the skills they use to critique the messages sent to them through the popular cultural media, to the literary texts in the classroom.

Cooks, J. (2004). Writing for something: essays, raps, and writing preferences. *English Journal*, *94*(1), 72-6. Education Full Text database. http://faculty.buffalostate.edu/wahlstrl/eng692/cooksEJ0941Writing.pdf

This is one of the most connecting articles I have read thus far. This article deals with how music can influence writing and the language arts, which will be a great tool in my action research plan. The article talks about how each student has a different style of learning. It touches upon the idea that literacy practices can complement speaking and writing. There may be a student who loves to write essays and then another student in the same class who loves to rap. Having that child create a rap on the same subject is just as educational as writing an essay. Cooks recommends bringing hip-hop culture into the classroom to help some students become academically successful.

References

Black, J. (1993). The effects of auditory and visual stimuli on tenth graders' descriptive writing. (ERIC Document Reproduction Service No. ED364887) ERIC database.<http://files.eric.ed.gov/fulltext/ED364887.pdf>

Campbell, P., & Scott-Kassner, C. (2002). Music in childhood: From preschool through the elementary grades (2nd ed.). New York: Schirmer Books.

Charles, P. S. (2005). Relations among motivation, performance achievement, and music experience variables in secondary instrumental music students. Journal of Research in Music Education, 53(2), 134-147. Retrieved from[https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473733?accountid=7286](https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473733?accountid=7286" \t "_blank)

Christopher, M. J., & Jenny, E. M. (2006). Examination of relationships between participation in school music programs of differing quality and standardized test results. Journal of Research in Music Education, 54(4), 293-307. Retrieved from [https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473105?accountid=7286](https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473105?accountid=7286" \t "_blank)

Cooks, J. (2004). Writing for something: essays, raps, and writing preferences. *English Journal*, *94*(1), 72-6. Education Full Text database. <http://faculty.buffalostate.edu/wahlstrl/eng692/cooksEJ0941Writing.pdf>

DiEdwardo, M. (2005). Pairing linguistic and music intelligences. *Kappa Delta Pi Record*, *41*(3), 128-30. Education Full Text database. http://www.kdp.org/publications/publications.php

Eason, J. A. B. Johnson, M. C. (2016). Evaluation of the impact of music program participation on students’ musical and academic success, and school engagement. The University of Kansas. Retrieved from <https://kuscholarworks.ku.edu/bitstream/handle/1808/20615/Impact%20of%20Music%20Education.pdf?sequence=1&isAllowed=y>

Heikki Ruismäki, & Tereska, T. (2008). Students' assessments of music learning experiences from kindergarten to university. British Journal of Music Education, 25(1), 23-39. doi:[http://dx.doi.org/10.1017/S026505170700770X](http://dx.doi.org/10.1017/S026505170700770X" \t "_blank)

Mark, T. K. (2003). Development of music creativity among elementary school students. Journal of Research in Music Education, 51(4), 278-288. Retrieved from [https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214474508?accountid=7286](https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214474508?accountid=7286" \t "_blank)

Morrell, E., & Duncan-Andrade, J. (2002). Promoting academic literacy with urban youth through engaging hip-hop culture. *English Journal*, *91*(6), 88-92. Education Full Text database. http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/0916-july02/EJ0916Promoting.pdf

Willis, G. C. (2016). Impact of music education on mathematics achievement scored among middle school. Walden Dissertations and Doctoral Studies. Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3091&context=dissertations>